

INVESTIGATING HABITATS and FOOD CHAINS

KS 2 SCIENCE (QCA 4B & 6A)



Learning Objectives During this Day Course pupils should learn:
<ul style="list-style-type: none"> ü To make predictions about the animals and plants that might be found in a habitat. ü To use a variety of techniques to collect, identify and record plants and animals in a habitat. ü That different animals and plants are found in different habitats and are adapted to conditions there. ü That animals and plants are interdependent. ü That food chains can be used to represent feeding relationships within a habitat.
Pupils will also:
<ul style="list-style-type: none"> ü Learn safely in a new environment. ü Gain an appreciation of the environment and understand their role in caring for it.

Day Course Programme
<p>Introduction: On arrival a member of CEES staff will welcome your group to the Centre and describe the day's programme and the learning objectives. The introduction will include a discussion about the plants and animals of pond and woodland habitats and food chains.</p>
<p>Session A: This session takes place in Upware Centre's unique nature reserve, a short walk from the Centre. Through exploration, discussion and investigation, pupils will gain an understanding of the variety of life in grassland, pond and woodland habitats. They will sample and identify invertebrates in the pond, and will consider what the animals eat, or are eaten by. They will investigate and compare the animals and plants of grassland and woodland habitats, and draw conclusions about the habitat preferences of different species.</p>
<p>Session B: This session is based at the Upware Centre and involves practical activities around the theme of woodland food chains. Following a discussion about owls and their adaptations, pupils will have the opportunity to dissect owl pellets to find out about the owl's food chain. They will also use clay to create an imaginary creature, focusing on its diet, behaviour, habitat and adaptations. The session will conclude with the creation of pupil-size food chains.</p>
<p>Plenary: The group will reflect on their day and consider how well the learning objectives have been met.</p>
<p>Note: The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.</p>

Relevant extracts from CEES risk assessments	
See also separate guidance notes on safe and effective day courses	
Hazard	Control measures
Extreme weather conditions	<ul style="list-style-type: none"> • CEES staff are aware of daily weather forecast. • Alternative venues or activities are substituted if weather conditions are particularly unfavourable. • In extreme cases, where guidance notes on clothing (see overleaf) have not been complied with pupils may be excluded from activities.
Uneven ground, low branches on trees, steep slopes, open water, steps	<ul style="list-style-type: none"> • Pupils and adults are made aware of known hazards expected standards of behaviour • Pupils are closely supervised by adults at all times.
Walking and working beside water	<ul style="list-style-type: none"> • Pupils are given clear verbal instructions on safety beside water and the safe use of equipment. • Pond dipping is carried out from specially built platforms. • CEES staff carry a lifeline in addition to standard safety equipment. • Practical work is carried out only where there is no water pollution. • Pupils with cuts, abrasions or skin allergies are given protective gloves. • Pupils are instructed to wash hands thoroughly after the activity and before eating.
Owl pellets	<ul style="list-style-type: none"> • Pupils with cuts, abrasions or skin allergies are given protective gloves. • Activities are closely supervised by adults. • Pupils are instructed to use tweezers to dissect pellets, and to avoid putting their hands in or near their mouth. • Pupils are instructed to wash hands thoroughly after the activity and before eating.

<p>Adult : Pupil ratios For this course CEES' recommended ratio for safety is 1 : 8 For most classes, 4 pre-arranged working groups, each with an adult, is ideal. Additional adults may be needed with classes where individual pupils need 1 : 1 support</p>
<p>Other information Please see separate guidance notes on safe and effective day courses, including information on clothing and equipment.</p>